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| Unit Details: Visula Art | |
| Year level: 3/4 Curriculum level: 2 Unit length: 3/4 Weeks | |
| Curriculum learning area: **Art**  Strand: Visual Art  Students will:  **Understanding the visual arts in context**  Share ideas about how and why their own and others’ works are made and their purpose, value, and context.  **Developing practical knowledge**  Explore a variety of materials and tools and discover elements and selected principles.  **Developing ideas**  Investigate and develop visual ideas in response to a variety of motivations, observation, and imagination.  **Communicating and interpreting**  Share the ideas, feelings, and stories communicated by their own and others’ objects and images. | How to introduce the unit to the students (the hook):   * View exemplars of dioramas * Stormthecastle - [How to make a diorama](http://www.stormthecastle.com/mainpages/dioramas/diorama_tutorial1.htm)   **Freezing a moment in time** - A diorama is a moment in time and you can focus on this. Some good examples are you can have a meteor streaking across the sky of a dinosaur diorama; this explains a theory of extinction. Or you can show a large predator fish about to eat a smaller fish as it is eating something even smaller. This dramatic moment in time is a good display of the food chain.  **Adding a Fact Sheet** - This is a great tool that should be added to every diorama. You should make a fact sheet that can be glued to poster board and stood up near the diorama. The sheet explains the basic facts of what the diorama is about. |
| Organisation | Abilities/Special Needs/ESOL |
| Whole class introduction activities  Ability and mixed ability groups  Individual and paired (peer) work  Class discussion – whole class and small groups  Teacher conferencing  Self/peer assessment  Whole class celebration of completed writing | **Target groups** – work differentiated by individual needs/outcomes  **Special Needs** – Teacher aide support if timetabled, Teacher support (differentiated/adapted outcomes)  **More able –** differentiated/adapted outcomes, student directed research/tasks (also see Level 2 statistics curriculum indicators)  **ESOL** – ESOL teacher, in class support from Teacher or using buddies, teacher/students modeling language, simplified tasks, oral language activities before planning/construction activities |
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| **TECHNOLOGICAL PRACTICE**  Students will:  **Planning for practice**  • Develop a plan that identifies the key stages and the resources required to complete an outcome.  **Technological products**  • Understand that there is a relationship between a material used and its performance properties in  a technological product. |  |
| Key Competency focus: Thinking ✔ Managing Self✔ Relating to Others Participating and Contributing ✔ Using Language, Symbols and Text ✔ | |

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| Digital Literacy Focus |
| Task Definition ✔ Information Seeking Strategies✔ Location and Access  Use of Information ✔ Synthesis  Evaluation✔  e-Learning – Investigate & explore range of probability activities here: |
| Global Learning Intentions of unit – the BIG ideas students MUST get |
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| Difficulties anticipated |
| Concepts highlighted |
| Key Vocabulary for this unit |
| diorama shoebox scene visual construct build |
| Assessment/culminating activity |
| Self Assessment ✔ Peer assessment ✔ Learning reflection ✔ Presentation ✔ Display ✔ Podcast / wiki entry / blog entry  Performance  Practical Skills ✔ Teacher Observation ✔Learning conversation ✔Written assessment  e-asTTle assessment  Oral assessment  Other (describe)  **Self assessmen**t: Improved strategies when using games of chance  **Presentation:**  **Practical Skills:** Greater competence and success when attempting probability activities  **Teacher observation**: Students use of probability strategies to achieve greater success |

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| Unit implementation – Learning experiences and instruction | | |
| Learning Intentions  We Are Learning To... (WALT) | Learning Experiences / Activities | Assessment  Diagnostic / Formative / Summative / Feedback  Success Criteria  We Are Successful When... (WASW) |
| Demonstrate the ability to use visual aids, props, and technology to support and extend meaning and enhancement of narrative text  Curriculum Areas: Technology, Art & Language Arts  **Objectives:**  The students will create a key fact sheet and diorama to show an understanding of a narrative text.  **Materials:**  Shoe box  Colored paper  Markers/crayons  Any other materials to create a diorama  Computer with Internet access  Printer  Pencils/pens  Highlighters  Notebook paper  **Procedure:**  The students will select a narrative text, generic or their own, to illustrate in the form of a diorama.  The students will print key information shown in the diorama.  Then, explain why that key moment in time was selected to be presented.  The students will create a diorama corresponding to their narrative. The students will present their facts and diorama to the class.  **Assessment:**  The students will receive a grade for their accuracy and creativity on their fact sheet and diorama.  The students take notes while their peers present their information. This ensures me that everyone is paying attention and it didn’t make the presenter as nervous.  The students can be given a separate grade on how well they took notes.  **Lesson 1 - exemplars of****dioramas** - discuss features of diorama - 3D, in a box, sets a scene, a moment in time, illustrates a key point of the story, uses common product  **Lesson 2 -**simple 2D construction as class activity - using photocopied template of known story characters, scene, e.g. Goldilocks to build a visual narrative (TV on pause moment) |  |  |
| **Resources/Materials**  Stormthecastle - The Diorama Man - [How to make a diorama](http://www.stormthecastle.com/mainpages/dioramas/diorama_tutorial1.htm)  Pinterest - [Shoebox Dioramas](https://www.pinterest.com/search/pins/?rs=ac&len=2&q=shoebox+dioramas+ideas&term_meta%5b%5d=shoebox%7Cautocomplete%7C1&term_meta%5b%5d=dioramas%7Cautocomplete%7C1&term_meta%5b%5d=ideas%7Cautocomplete%7C1) (will need to sign into Pinterest)  Rainforest diorama - [YouTube video](https://www.youtube.com/watch?v=h8bxkK__CHk)  Simple box dioramas - [Rainforest theme](http://www.3dgeography.co.uk/#!rainforest-dioramas/cf72) these can be modified for narratives  Step-by-step guide - [Rainforest theme](http://www.firstpalette.com/Craft_themes/Animals/rainforestdiorama/rainforestdiorama.html)  [Images of dioramas](https://www.google.co.nz/search?q=making+a+rain+forest+diorama&client=safari&rls=en&tbm=isch&tbo=u&source=univ&sa=X&ei=Kj_cUoLGLIa3iQfF1oDABw&ved=0CD4QsAQ&biw=1083&bih=706) | | |
| **End of unit means of recording student reflection** | Students may work individually or in pairs to select text and create diorama (may take pressure off those who struggle with tasks).  Peers will assess against co-constructed criteria made  before - during & after activity (explain how criteria may change due to students’ experiences) | Possible focus questions for reflection:   * What criteria did we begin with? * How good was my planning? * How good was my diorama? * Did my diorama accurately show the scene? * Were my peers able to make sense of my diorama scene? |
| **Reflection for Subsequent Planning** | | |